

## **SUMMARY**

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**Language education of the children with profound hearing impairment as a theoretical problem, subject of empirical research and practical task of the pedagogues of the deaf.**

The aim of the paper is to define the subject of pedagogy of the deaf, as a sub-discipline of special pedagogy, in the context of the selected achievements of contemporary knowledge about the language functioning of persons with profound and pre-lingual hearing impairment. The author assumes that this subject should be defined as the spectrum of activities that aims at creating the conditions in which a deaf child is able to acquire the language of the social community: firstly the family and then the ethnic community, into which he/she was born and in which he/she is brought up. Telling it in other words, the pedagogy of the deaf deals with the language education of the children with hearing impairment, which means education towards achieving the ability to use their national language (their maternal language, the language of their parents), both in communication (in external speech, in interpersonal communication), and in cerebration (in internal speech, i.e. in intrapersonal communication). Other problems that pedagogy undertakes for the deaf people, equally important from the point of view of their personality development, have a character of general pedagogical problems, or they are common for the whole special pedagogy discipline; they are not specific to the pedagogy of the deaf.

Pursuing her aim, the author points to and describes in a synthetic way the achievements of the research results from several selected fields, that might become a source for theoretical reflection, for models of methodological solutions in empirical research and for indicators in the programs of language education of the children with hearing impairment. These are the following: neurobiological research on the isolation of the gene responsible for speech development, neurobiological research on the brain localization of the language activities of the persons using sign language, theoretical assertions concerning "Cued Speech languages", psycho-linguistic research on the sensory basis of language and the author's own research on using Cued Speech and the role of eurhythmmy of the speech acts in the process of communication of the deaf persons with the hearing ones.